

School Year: Level: Post-beginner 2 Size: Period: First term / semester Date:		<u>Title: Learning situation n°1</u> YOUTH PROBLEMS <u>Objectives:</u> At the end of this learning situation, learners will be able to use appropriate vocabulary, language functions and structures, to write and talk about the youth problems in their community or country.			School: Teacher's name: District: Department :
Day's lesson Starter Situation Duration : 55 minutes		<u>General objective:</u> To give an overview of the learning situation to the students and identify their needs in terms of vocabulary, language functions and structures; <u>Specific objectives:</u> - Learners should be able to explain the words "youth", "young", "old" - Talk about the youth problems in their area	<u>Skills :</u> CDs 1 & 2	<u>Materials :</u> Chalk Chalkboard Printed copies of pictures	<u>Reference books</u> • Study Programme of 3^e • The teaching guide of 3^e
Stages	Techniques & duration	Teacher's activities	Students' activities & learning strategies.		Suggested answers

Greeting and date writing	Lockstep 05 minutes	What is the date today?	One student writes the date and another writes it on the board.	Today is ...
Warm up	Lockstep 05 minutes	Game: The teacher asks questions to students, to which they should not answer by “yes” nor “no”	The student who answers correctly three questions in a row wins the game.	
Activity 1: Lead-in	Collective work 05 mins	- Show them a group of pictures and ask them the following questions: What do the people in this group look like? Use an adjective to describe them. - Show them another group of pictures and ask the same question - Show them both groups of pictures and ask: Are you similar to the people in Group 1 or those in Group 2?	They observe the pictures and answer the teacher’s questions. They should be given the floor before talking. They may give French words in case they don’t have the appropriate English vocabulary. The teacher asks their peers to give the right word in English. Dictionaries may be needed.	

- The people in Group 1 are **old**.
- The people in Group 2 are **young**.
- We are similar to the people in Group 2.

Activity 2: Starter Situation	Collective work: 25 minutes.	Then introduce the title of the learning situation: In learning situation n°1, we are going to talk about the problems of young people: Youth problems. Explain the difference between the words young and youth. Answer this question: What are the youth problems in your area? - Do young people do well at school? - Do they always respect old people? - Do you often see young boys or girls drink alcohol or smoke cigarettes?	They raise up their hands and answer the questions orally. Some key-words should be written on the board	• A lot young people don't succeed at school and drop out. • Some young people don't respect old people. They are not polite • Others drink alcohol, smoke cigarettes and take drugs. • Young people have sexual activities and catch sexually transmitted diseases such as AIDS, gonorrhea.
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Note taking	15mins	Is it normal for a young person to drink alcohol or smoke? Walk around to supervise it.	Each learner takes note of the key information written on the board.	• Young girls get undesired pregnancies and drop out school.
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Teacher's note :

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VISUALS AIDS

GROUP 1



GROUP 2



Sequence 1: Sexually Transmitted Diseases

Objectives: All along and by the end of this sequence, learners should be able to:

- Think about STDs and take action;
- Talk, read and write about STDs using appropriate vocabulary;
- Use the imperatives conveniently ;
- Use the right phrases and patterns to give and accept advice;
- Use the right phrases and patterns warning.

Brainstorming:

General objective: All along and by the end of this lesson, learners should be able to activate their background knowledge about STDs.

Specific objectives:

- Identify one prevention method against STDs
- Identify one means of transmission of STDs
- Cite some preventions methods against STDs
- Acknowledge abstinence as the best prevention method against STDs
- Give advice to a friend who has bad sex practices.

Duration: 55 minutes

Materials: Visual aids such as pictures; chalk and chalkboard; duster.

Competences: CD 1 ; CD2 ; CD3

Reference Books: The New English Student 3e, The study programme of 3; The teaching guide of 3e

Implementation

Stages	Teacher's instructions	Learners' reactions and suggested answers	Techniques and timing
Revision or homework correction	The teacher chooses a student to write his / her answers on the board.	They react to these answers and make some corrections if any errors.	Collective work: 05 minutes
Warm up	Song: Everywhere we go Everywhere we go, People want to know Who we are So, we tell them We are learning English The mighty mighty English	They listen and repeat line by line and then sing the whole song chorally	Lockstep. (5minutes)
Introducing the lesson of the day	we are going to start sequence n°1. Sexually transmitted diseases. The teacher makes learners repeat the title of the sequence and writes it on the board. He writes the lesson of the day : Brainstorming	They listen and repeat	Teacher to the class (1 minute)

Activity 1: Activating learners' background knowledge about HIV/AIDS	a. Observe the pictures at page 12 in The New English Student book and complete the following table. (If they don't have the book, I show them the pictures using my book) <table><tr><th>Picture</th><th>Name</th><th>Importance</th></tr><tr><td>01</td><td></td><td></td></tr><tr><td>02</td><td></td><td></td></tr><tr><td>03</td><td></td><td></td></tr></table> b. Apart from the use of condom, what other prevention methods against STDs do you know? c. What is the best prevention method for you as young boys and girls? d. How can you know if you are infected with HIV or not (your status) ?	Picture	Name	Importance	01			02			03			They observe the pictures and tell the answers orally then they write it on the board. a. Table completion <table><tr><th>Picture</th><th>Name</th><th>Importance</th></tr><tr><td>01</td><td>A condom</td><td>It is a prevention method against STDs / It protects people against STDs</td></tr><tr><td>02</td><td>A blade</td><td>People use it to shave. The common usage of a blade may transmit HIV if this blade is infected.</td></tr><tr><td>03</td><td>The symbol of AIDS</td><td>It informs people about the existence of HIV/AIDS so that they take action to avoid AIDS.</td></tr></table> b. Other prevention methods against STDs are abstinence (no sex practice) and faithfulness (having only one sex partner) c. Abstinence is the best prevention method for young boys and girls. d. I can know my status by doing a testing at the hospital.	Picture	Name	Importance	01	A condom	It is a prevention method against STDs / It protects people against STDs	02	A blade	People use it to shave. The common usage of a blade may transmit HIV if this blade is infected.	03	The symbol of AIDS	It informs people about the existence of HIV/AIDS so that they take action to avoid AIDS.	Collective work 20 minutes
Picture	Name	Importance																									
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03	The symbol of AIDS	It informs people about the existence of HIV/AIDS so that they take action to avoid AIDS.																									
Activity 2 : Case of study	Your friend has sexual contact with different girls. He even visits prostitutes and does not like to protect himself before having sexual contact with girls. - What do you think about this situation? - What are the diseases you friend may suffer from? - What will you tell your friend?	- He is running after some dangers and this can ruin his health and even his life. - He may suffer from STDs: AIDS, gonorrhea, herpes, syphilis, genital wart, etc.	Collective work: 14 minutes																								

Note taking	The teacher tells students to take note in their notebooks and walks around to supervise note taking.	They keep quiet and copy the answers in their notebooks.	Lockstep: 10 min
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Teacher's note :

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Vocabulary: STDs vocabulary

General objective: All along and by the end of this lesson, learners should be able to talk and write about STDs using the right vocabulary words.

Specific objectives:

- Students should be able to pronounce and write some words appropriately;
- Work out the meaning of some words
- Sort out words per category
- Complete a passage with the right vocabulary words
- Use some vocabulary words to produce sentences

Duration: 55 minutes

Materials: chalk and chalkboard; duster

Competences: CD 1; CD2; CD3

Reference Books: Students' book 3e; The New English Student 3e; The study programme of 3e; The teaching guide 3e

Implementation

Stages	Teacher's instructions	Learners' reactions and suggested answers	Strategies and timing
Warm up	Game: Simon says Stand up Simon says, touch your head Simon says, touch your knee Simon says, touch your back Simon says, turn around Simon says, sit down	They stand up and act out the "Simon says" instructions	Lockstep. «3 minutes)
Introducing the lesson of the day.	Now, we are going to learn a vocabulary. Write on the board: Vocabulary:	They listen to the teacher	Teacher to the class (1 minute)
Presentation	Activity 1: Here is a list of word. virus, vaccine, infection, the spread of HIV, cure, sores, faithfulness, treatment, testing, prevention methods, abstinence, HIV-negative status, HIV-positive status, serodiagnosis, smoking, drinking alcohol, death, condom - Listen and repeat - Discuss the meaning of each word in your group. You may use a dictionary. - Write the words in the box above in two columns. In column A, write down what is good for a young boy/girl and in column B, what is bad for him/her.	- They look, listen and repeat - They discuss the meanings in their groups - Classifying the words. The teacher helps to draw the chart on the board with two columns. In column A (Good for a young boy or girl): vaccine, cure, faithfulness, treatment, testing, prevention methods, abstinence, HIV-negative status, serodiagnosis, condom In column B (Bad for him / her): virus, infection, the spread of HIV, sores, HIV-positive status, smoking, drinking alcohol, death	15 minutes - Collective work - Collective work - Individual + pair work
Practice	Fill in the gaps with these words: HIV – faithful – cure – condom – STDs – the spread of STDs - testing Young people should avoid having multiple sex partners because there are a lot of1....nowadays. AIDS is the most serious STD because there is no ...2.....against it. It is caused by a	They work individually and then discuss their answers in pairs. - STDs - Cure - HIV - Testing - Spread of STDs	Ind work: 10 minutes Pair work: 2 minutes Collective work: 03 min

	virus called ...3..... To know if you are HIV-positive or HIV-negative status, you should do a4..... To stop the5....., we can observe various prevention methods. We can, for example, protect ourselves by placing a6.....before having sexual intercourse, observe total abstinence from sex or have one sex partner and be7.....to him / her.	6. Condom 7. Faithful	
Production	Activity 3: Build up your own sentences with these words and share your production with the class. - HIV-negative status - Abstinence - Prevention methods - Virus	They work individually and some students share their answers with the class. They may write it on the board.	Individual work: 10 min Collective work: 05 min
Homework	Activities c and d, pages 13 & 14 from the New English Student 3e	Answers Activity c: Matching 1. c 2. a 3. b 4. d	Individual work to be done at home
Note taking	The teachers walks around to check note taking and fix errors in the students' notebooks if any.	They copy the lesson in their lesson books.	06 minutes

Teacher's note :

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Structure: The imperatives

General objectives: At the end of this lesson, learners should be able to use the imperatives appropriately to give orders, advice or make suggestions.

Specific objectives:

- Identify verbs in the imperative
- identify positive and negative imperatives and work out the rules
- make the difference between orders, suggestions and advice in the imperatives
- conjugate verbs into the imperative
- produce sentences using the right imperatives based on a context

Duration: 55 minutes

Materials: chalk and chalkboard; duster.

Competences: CD 1; CD2; CD3

Reference Books: The study programme of 3e; the teaching guide of 3e

Implementation

Stages	Teacher's instructions	Learners' reactions and suggested answers	Strategies and timing
Warm up	Don't say "yes" or "no" game The teacher asks students questions to which they should not answer by "yes" or "no"	They listen to the teacher's instructions and answer expectedly. A round of applause for the winners	Lockstep. (2 minutes)
Introducing the lesson of the day	Now, we are going to learn a new lesson. The teacher writes on the board the title: Structure:	They look and listen.	Teacher to the class (1 min)
Lead-in	The teacher gives these instructions to a student: - Stand up - Sit down - Stand up - Go out - Come back - Go to your place - Sit down And ask the question: "what have I done with your friend?" Which tense do we use to give orders? Today, we are going to learn the imperatives in English. Then the teacher writes the title of the lesson on the board.	They look carefully and answer the teacher's questions.	05 minutes

Presentation	The teacher writes these dialogues on the board: Dialogue 1: Pauline and François are two young boys of 24 and 26 years old. They love each other and want to have a sexual contact. Read their conversation: Pauline: Place a condom. François: Why: Pauline: I may get pregnant. Let's be careful Dialogue 2: Assiba has visited her grandmother. Here is their conversation. Read it. Assiba: Hello granma Grandma: Hi Assiba. Sit down here. I have a word for you. Assiba, you are a young girl. Take your studies seriously. Learn your lessons very well. Don't listen to boys. Don't have sexual contact. Observe total abstinence from sex. Am I clear? Assiba: Yes, grandma. Thanks! Dialogue 3: This is a conversation between Sèna and her husband Zinsou. They are about to have a sexual contact. Sèna: Protect yourself. Zinsou: Why? I am your husband. Sèna: We have just got a new baby. Let's not take any risk. I may get pregnant again. Zinsou: You're right. Instructions: The verbs in colour are in the imperatives. a. List in one column the verbs in the affirmative form and in another column, the verbs in the negative form. Work out the rules	They work individually and then in groups. The teacher chooses two group representatives to write the groups' answers on the board. The class reacts to the answers to keep the right answers or correct the wrong ones. Suggested answers: a. <table><thead><tr><th>Affirmative form</th><th>Negative Form</th></tr></thead><tbody><tr><td>Place</td><td>Don't listen</td></tr><tr><td>Let's be</td><td>Don't have</td></tr><tr><td>Sit</td><td>Let's not take</td></tr><tr><td>Take</td><td></td></tr><tr><td>Learn</td><td></td></tr><tr><td>Observe</td><td></td></tr><tr><td>Protect</td><td></td></tr></tbody></table> Rules: Affirmative imperative: 2nd person sing / plural: Base verb 1st person plural: Let's + base verb Negative imperative: 2nd person sing / plural: Don't / Do not + base verb 1st person plural: Let's + not + base verb b. Orders: - place a condom - sit down here please Suggestions - let's be careful - let's not take any risk Advice: - Take your studies seriously - Learn your lessons very well.	Affirmative form	Negative Form	Place	Don't listen	Let's be	Don't have	Sit	Let's not take	Take		Learn		Observe		Protect		Ind work: 10 minutes Collective work: 10 mins
Affirmative form	Negative Form																		
Place	Don't listen																		
Let's be	Don't have																		
Sit	Let's not take																		
Take																			
Learn																			
Observe																			
Protect																			

	b. Which sentences represent an order, which ones represent a suggestion and which ones express advice? c. What is your conclusion?	- Don't listen to boys. - Don't have sexual contact. - Observe total abstinence from sex. c. Conclusion: We can use the imperative to give an order, make a suggestion or give a piece of advice. NB. In the first-person plural (Let's ...), the imperative is used to make suggestions. Formation: Affirmative form: 2nd person sing/ plural: Base verb Example: Place a condom 1st person plural : Let's + base verb Example : Let's protect ourselves. Negative form : 2nd person sing / plural: Do not / Don't + base verb Example: Don't listen to boys / Do not listen to boys. 1st person plural: Let's + not + base verb Example: Let's not take any risk	
Practice	Activity 2: Write the verb in brackets into the imperatives 1. Dear students, doctors are coming in your school tomorrow for HIV testing. (To be) on time and (Not to worry) 2. My dear Bake, we are still young. (to refrain) ourselves from any sexual activity. (not to ruin) our future by practicing sex.	They work individually and then crosscheck their answers in pairs. Answers: 1. Be ; don't worry / Do not worry 2. Let's refrain / Let's not ruin	Individual work: 05 min Collective work: 05 min

Production	You are Samira's brother. Think about what you should tell Samira based on each of these situations. Use the imperatives. Share your answers with the class. Situation 1: Samira has sex with different boys because of money. Situation 2: Samira is sleeping. She has not done her homework. Situation 3: Samira and you are at home. There is nothing to eat but you have some money. There is a food seller at your door.	They think and share their answers with the class orally. Some answers may be written on the board. Answers: 1. Stop having sex with different boys, Samira. / Don't have sex with different boys, Samira. That's bad for your health. 2. Stop sleeping and do your homework, Samira. / Wake up and do your homework, Samira 3. Let's buy food to eat, Samira. / Let's go to buy food out, Samira.	Ind work : 05mins Collective work (05 mins)
Homework	A. Choose the right answer: 1. You are a teenager, Raissa. (Not to practice) sex. 2. We will have an exam next week. (Not to waste) time playing. (To Learn) our lessons. 3. Dear Coffi, AIDS exists. (To stop) going out with different girls.		
Note taking	The teacher asks the learners to take their notebooks and copy. He walks around to supervise note taking and correct some errors if any.	They keep quiet and take note	Lockstep 07 minutes

Teacher's note :

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Listening comprehension

General objectives: All along and by the end of this lesson, learners should be able to listen to a vocal and show understanding.

Specific objectives:

- Cite some bad sex practices and its consequences
- Complete sentences by listening to a vocal
- Answer questions appropriately by listening to a vocal
- Comment on a quote

Duration: 55 minutes

Materials: Chalk, chalkboard, duster

Reference books: The study programme of 3e, The teaching guide of 3e, The New English Student 3e

Implementation:

Warm-up: Simon says (Lockstep: 02 minutes)

Pre-listening activity: Oral discussion: In your opinion, what can be considered as a bad sex practice? What can be its consequences?

(Collective work: 10 minutes)

While-listening activity: The teacher writes the activities on the board and explain students the process (You are going to listen to me. I am going to read a passage and you will be answering these questions while I am reading)

Text transcript: the dialogue at pages 15 & 16 from the New English Student)

Activity 1: Complete these sentences with the right information

(Individual + pair + collective work: 15 minutes)

1. The patient is afraid of
2. To doctor checked if the patient have got HIV by doing a
3. The result of the patient is
4. After discovering the result, the patient was

Activity 2: Listen to the teacher again and answer these questions:

(Individual + group + collective work: 15 minutes)

1. How did the patient spend her days until she got the result?
2. Which advice did the doctor give the patient?

3. What did the patient promise the doctor?

Post-listening activity: In the conversation, the doctor declared that “having sex means having a responsibility”. What does he mean by this sentence? (collective work: 05 minutes)

Note taking: 05 minutes

Suggested answers:

Activity 1: Completing sentences with the right information

1. Testing HIV positive
2. Test
3. Negative
4. Relieved

Activity 2: Answering questions

1. The patient was very thoughtful. She regretted having sex with many people whom she didn't know. She was worried and afraid. She couldn't eat and sleep well.
2. The doctor advised the patient not to have sexual contact with anyone she doesn't love or is not engaged to.
3. The patient promised the doctor that she would change her bad habits / to change her bad habits.

Function: Expressing warning

General objective: At the end of this lesson, learners should be able to use various phrases and patterns to express warning.

Specific objectives:

- Identify warning phrases
- Use warning phrases with the right sentence pattern
- Warn a person on a specific context using the right phrases and patterns
- Rewrite sentences introducing warning phrases

Skills: All the four

Duration: 53 minutes + note taking: 07 minutes

Materials: Visual aids such as pictures; chalk; chalkboard; duster

Reference books: The study programme of 3e; The teaching guide of 3e; Students' book 3e

Implementation:

Warm-up: Song: We shall overcome 1 minutes

Revision or homework correction: 05 minutes

Lead-in: (collective work: 02 minutes)

The teacher says this sentence with the right intonation to draw learners attention on the warning "If you come to school late, I will punish" And ask this question to learners: "What does this sentence represent / express?" The teacher then introduces the lesson of the day: Today, we are going to learn how to express warning in English. He writes the title of the lesson on the board.

Presentation phase: (collective work: 20 minutes)

Activity 1: Read this dialogue and pay attention to the phrases in colour.

Dialogue:

Ali: Hi Roger. Your brother informed me that you have three girlfriends. That's really bad.

Roger: Bad? Why?

Ali: If you have sex with all these girls, you will catch STDs.

Roger: What do you mean by STDs?

Ali: STDs are sexually transmitted diseases. Haven't you heard about AIDS? This is the most dreadful because there is no cure against it. If you catch AIDS, you may die young.

Roger: Are you serious? I don't want to die young.

Ali: **You had better choose only one girl otherwise, you will ruin your life.**

Roger: You're right. Thanks for warning me. You are a good friend.

Instructions:

- What do the sentences in colour represent / express?
- How are they structured?
- Do you know other expressions of warning? List them

Note: A warning is any information that tells you what to do (good for you) or not to do (bad for you) and its consequence.

Example:

You had better choose only one girl **otherwise**, you will ruin your life.

In this sentence, the first clause tells you what to do because it is good (choose only one sex partner). The word "otherwise" introduces the consequence (you will ruin your life). Otherwise means if you do the opposite / If not

To express warning, we can use different phrases.

- If
- Had betterotherwise,
- Imperativeotherwise,

Patterns:

- If + subject + verb (simple present)...., subject + verb (simple future) ...

Examples:

If you have multiple sex partner, you will catch AIDS.

If you don't protect yourself before having sex with a strange person, you will get an infection.

If you don't learn hard, you will not pass this exam.

- Subject + had better + base verb (good to do)...otherwise, + subj + verb (simple future)

Example:

You had better be faithful to your sex partner otherwise, you will contract an STD.

You had better learn your lessons otherwise, you will not pass.

- Subject + had better +not + base verb (bad to do) ...otherwise, + subject + verb (simple future) ...

Example:

You had better not have multiple sex partners otherwise, you will die young.

- Imperative ..., otherwise + subject + verb (simple future) ...

Examples:

Don't have multiple sex partners otherwise, you will get STDs.

Protect yourself before having sex with a stranger otherwise, you will damage your health.

Practice phase: (individual + pair + collective work: 15 minutes)

Activity 2: Combine these pairs of ideas to write a sentence about warning. Use all the three patterns in each sentence.

1. To change your sex partners every day / To suffer from gonorrhea.
2. To observe total abstinence from sex / To save your future and health.

Suggested answers:

1. If you change your sex partners every day, you will suffer from gonorrhea. / You had better not change your sex partner every day otherwise, you will suffer from gonorrhea? / Don't change your sex partner every day otherwise, you will suffer from gonorrhea.
2. If you observe total abstinence from sex, you will save your future and health. / You had better observe total abstinence from sex otherwise, you will not save your future and health. / Observe total abstinence from sex otherwise, you will not save your future and health.

Production phase: (individual + collective work: 10 minutes)

Activity 3: Your friend Abiba does not sleep at home. Every weekend, she goes to dance at PAPAYO Nightclub. She has sex with different boys because of money. Every Monday, she goes to school tired and never learns her lessons.

Think about the dangers / consequences Abiba is running after and write two sentences to warn Abiba about these bad habits. Use various warning expressions. Share your answers with the class.

Homework: Rephrase these sentences using the prompts given to you. Don't change their meaning.

1. Sotima uses the same blade with his sisters; he will get an infection.
 - Sotima had better
2. These young boys smoke all the time; they will catch a cancer.
 - These boys had better
3. Ntcha had better be careful about sex otherwise, he will regret later.
 - If Ntcha
4. If you continue changing your sex partners like clothes, you will not live long.
 - Stop
 - Don't
 - You had better

Note taking: 07 minutes

Reading comprehension:

General objective: All along and at the end of this lesson, learners should develop their reading skills and some sub-skills such as vocabulary.

Specific objectives:

- Complete sentences with the right information based on the text;
- Transfer textual information into a table
- Answer some questions with complete answers
- Complete a mind map appropriately

Duration: 54 minutes + note taking 06 minutes

Materials: Printed copy of the text; chalk, chalkboard and duster.

Implementation:

Warm-up: Read this tongue twister slowly and then fast: Good blood, bad blood. (**Lockstep: 02 minutes**)

Introducing the lesson of the day: Teacher to the class: **01 minute**

Pre-reading phase:

Activity 1: Answer these questions orally: (collective work: 03 minutes)

- What does the term STDs stand for?
- What are some examples of STDs?
- How can we stop the spread of STDs?

While-reading phase:

Activity 2: A. Based on the text, choose the right answer: **individual work 08 + collective work: 02 minutes**)

1. STDs are passed from one person to another person through
(Handshake; sexual activity; leisure activities)
2. A person who is infected with a virus may not present any
(Disease; infection; symptoms)
3. A sexually transmitted infection can develop into a
(Disease; bacteria; treatment)

B. Complete this table with information from the text: **(individual work: 08 minutes; collective work: 05 minutes)**

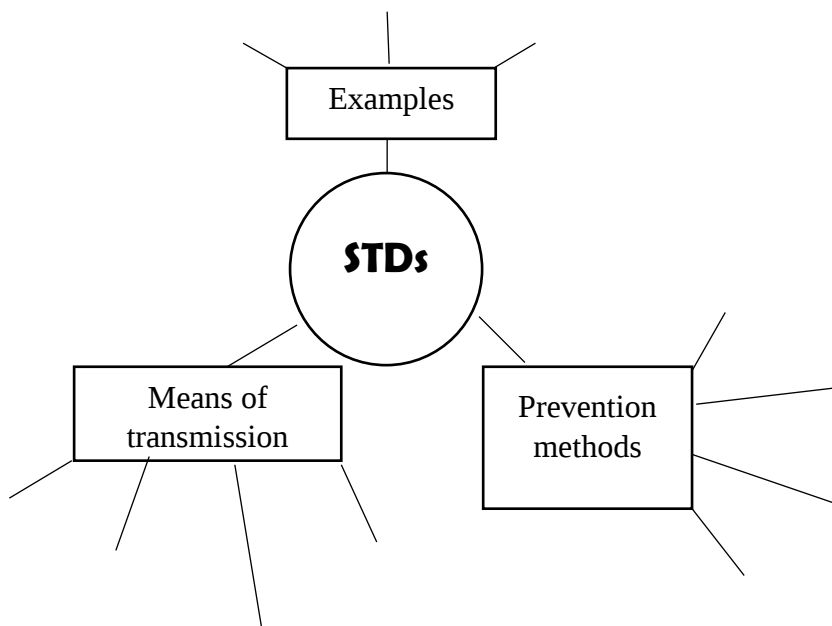
Four examples of STDs	Three risky behaviours for HIV
1. ... 2. ... 3. ... 4. ...	1. ... 2. ... 3. ...

Activity 3: Answer these questions based on the text: **(ind work: 10 minutes; collective work: 05 minutes)**

1. What is the best way to prevent an STD?
2. What can be considered as less risky sexual behaviours?
3. Does antiretroviral therapy kill HIV? Justify your answer

Post-reading activity

Activity 4: Complete the following mind map of STDs. **(Collective work: 10 minutes)**



Note taking: 06 minutes

Suggested answers

Activity 2: A. Multiple choice

1. STDs are passed from one person to another person **through sexual activity**
2. A person who is infected with a virus may not present any **symptoms**.
3. A sexually transmitted infection can develop into a **disease**.

B. Transferring textual information into a table

Four examples of STDs	Four risky behaviours for HIV
1. Chlamydia 2. Gonorrhea 3. human papillomavirus (HPV)infection 4. syphilis	1. having sex without a condom 2. having sex with many partners 3. having sex while using drugs or alcohol

Activity 3: Answering questions

1. Sexual abstinence (never having vaginal, anal, or oral sex) is the best way to prevent an STD.
2. The following are considered as risky sexual behaviours:
 - Reduce the number of people you have sex with;
 - do not drink alcohol or use drugs before and during sex;
 - use condoms correctly every time you have sex.
3. No, it doesn't. Justification: "Antiretroviral treatment helps people with HIV live longer, healthier lives."

Activity 4: STDs mind map:

Examples

- Chlamydia
- Gonorrhea
- human papillomavirus (HPV) infection, / syphilis.

Means of transmission

- unprotected sex with multiple partners
- common usage of sharp objects
- from infected mother to her baby

Prevention methods

- use of condom
- faithfulness
- abstinence

Writing: Paragraph writing

General objective: At the end of this lesson, learners should be able to write a paragraph by answering some questions.

Specific objectives:

- brainstorm ideas by reading some questions
- use these ideas in a logical order to write a coherent paragraph
- proof read their productions with the help of their peers and teacher

Duration: 55 minutes

Materials: chalk; chalkboard; duster

Implementation:

Warm-up: We shall overcome (**Lockstep: 01minute**)

Introducing the lesson of the day: Teacher to the class:**01 minute**

Pre-writing phase: (Individual work: 10 minutes)

Activity 1: Read the following questions. Which question is not clear for you? Write down any idea which may be an answer to these each question.

- What does STDs stand for?
- Give some examples of STDs.
- What is the most dreadful (dangerous) STD? Why is it the most dreadful one?
- How do people catch STDs viruses?
- How can we stop the spread of STDs?
- What will you tell your friend who is suffering from AIDS?

While-writing activity:

Activity 2: Put your ideas in a logical order to write a paragraph about STDs. (Individual work: 15 minutes)

Post-writing activity: (individual + collective work: 20

Activity 3: Share your production with the class. (One or two students write their paragraphs on the board. Their peers and the teacher correct it and add more ideas if necessary.

Note taking: 08 minutes

The teacher tells students which production they should write down in their notebooks (the best one)

Suggested answer: Sample of writing:

STDs stands for Sexually transmitted diseases. AIDS, syphilis, gonorrhea and herpes are some examples of STDs. AIDS is the most dreadful STD because there is no cure against it. People catch STDs viruses by having unprotected sex with multiple partners and commonly using sharp objects such as blades and razors. Besides, an infected mother can pass the virus to her baby during delivery or pregnancy. STDs are very bad and some precautions should be taken to stop their spread. First of all, young people should observe total abstinence from sex. Second, those who have an active sexual activity should always place a condom before having sex or choose only one sex partner and be faithful to him/her. People should finally avoid taking any kind of drug before having sexual intercourse. If it happens that my friend is suffering from AIDS, I will tell him to take antiretroviral treatment so as to prolong his life.

Sequence 2: The use and abuse of drugs

Objectives: All along and by the end of this sequence, learners should be able to:

- Talk and write about alcohol, cigarettes and drugs and its consequences on health using the right vocabulary;
- Improve their reading, listening and writing skills;
- Use the right phrases and sentence pattern to express prohibition;
- Use reflexive pronouns appropriately;
- Relate an action to its effects or vice versa using the right conjunctions;
- Write a friendly letter adequately.

Basic vocabulary

General objective: At the end of this lesson, learners should be able to know some harmful substances for health so as to promote a healthy body.

Specific objectives: They should be able to:

- Describe some pictures orally
- Pronounce a list of words correctly
- Complete a table with the names of substances, the verbs related to the use of each substance and its consequences on health
- Write their personal sentences with the vocabulary words or expressions of their choice.

Duration: 55 minutes

Materials: Visual AIDS such as pictures, a tablet, chalk, chalkboard and a duster.

Reference books: The study programme of 3e, the teaching guide of 3e

Implementation:

Revision or homework correction: (Lockstep: **05 minutes**)

Warm-up: song: 01 minute

Introducing the lesson of the day: Today we are going to start sequence 2:

(Teacher to the class: 01 minute)

Activity 1: Look at the following pictures and say what the person is doing and its consequences. (**Collective work: 15 minutes**)

Activity 2: Here is a list of words.

- a. Listen and repeat (chorally then individually)
(**collective work: 05 minutes**)

caffeine, cannabis, cigars, Havana, bronchitis, cough, ganja, tchoukoutou, heroin, sniff, nicotine, marijuana, drink, whisky, sodabi, smoke, cocaine, lung cancer, snort, inhale, arteriosclerosis, asylum, liver damage, coma, go crazy

- b. Classify these words in the table below. Help yourself with a dictionary
(**individual + collective work: 18 minutes**)

Alcohol			Cigarette			Drugs		
substance	verb	Consequence	substance	Verbs	consequence	substance	Verbs	consequence

Activity 3: Write three sentences using the words of your choice from the table. Read your sentences to the class (**individual + collective work: 10 minutes**)

Homework: Fill in the gaps with the following words:

Smoke youth problems health crazy lung cancer
 Drug addict asylum sodabi cough

There are a lot of1.....in my area. Some young people drink2..... and lose control. They have road accidents especially on market days. Others ...3....cigarettes and ruin their ...4..... They usually5..... and smell bad. The nicotine in cigarette smoke destroys their lungs and they suffer from6..... and finally die. In my quarter, there is a young boy called Assane who has gone7.....because of ganja. He lives now in an8.....and his parents are very sad for what happened to him. I think anyone can become a9.....That's why young boys and girls should avoid bad companionships and stay far from harmful substances. Personally, I can never befriend a boy or girl who smokes or drinks alcohol.

Note taking: 10 minutes

Suggested answers:

Activity 1:

Picture 1: We can see a man with some drugs and whisky on a table. The man has abused of alcohol and drugs and feels terrible / unconscious.

Picture 2: A person is injecting some substances to himself, probably drugs.

Picture 3: We can see a young man looking crazy. This is because of the drugs he abuses of: cocaine, marijuana, cannabis, ganja, etc.

Picture 3: A person is smoking a cigarette. Cigarettes is bad for our health. Smoking can give us some diseases such as lung cancer, bronchitis, arteriosclerosis, etc.

Picture 4: A young man is coughing. He is probably a heavy smoker.

Activity 2: b. Table completion

Alcohol			Cigarette			Drugs		
substance	verb	Consequence	substance	Verbs	consequence	substance	Verbs	consequence
Tchoukoutou	Drink	Liver damage	Cigar	smoke	Arteriosclerosis	Caffeine	Smoke	Coma
Sodabi			havana		Cough	Heroin	Sniff	Go crazy
Whisky		Coma			Lung cancer	Ganja	Inhale	Asylum
					Bronchitis	Cannabis	Snort	
						Marijuana		

Homework correction :

There are a lot of youth **problems** in my area. Some young people drink **sodabi** and lose control. They have road accidents especially on market days. Others **smoke** cigarettes and ruin their **health**. They usually **cough** and smell bad. The nicotine in cigarette smoke destroys their lungs and they suffer from **lung cancer**. and finally die. In my quarter, there is a young boy called Assane who has gone **crazy** because of ganja. He lives now in an **asylum** and his parents are very sad for what happened to him. I think anyone can become a **drug addict**. That's why young boys and girls should avoid bad companionships and stay far from harmful substances. Personally, I can never befriend a boy or girl who smokes or drinks alcohol.

Function: Expressing prohibition

General objective: At the end of this lesson, students should be able to understand what is meant by prohibition and use various phrases and patterns to express prohibition.

Specific objectives: They should be able to:

- Identify prohibition expressions
- Study sentences and form patterns
- Write sentences using the prohibition expressions
- Rewrite sentences using the prohibition expression and the right patterns
- Write bracketed verbs into their right form

Skills: All the four

Duration: 55 minutes

Materials: Visual aids such as pictures, chalk, chalkboard and duster

Reference books: The study programme of 3e, The Teaching guide of 3e

IMPLEMENTATION

Warm-up: Song: You are my sunshine (01 minute)

Revision or homework correction: 05 minutes

Introducing the lesson of the day: Today, we are going to learn a function
01 min

Lead-in: The teacher shows students a picture of “NO SMOKING” and asks these questions: (**collective work: 05 minutes**)

- Where do you often see this picture?
- Which message does the picture convey?

The teacher's conclusion: Today, we are going to learn how to express prohibition in English.

Presentation phase: (15 minutes)

Activity 1: These sentences are some messages based on the picture of prohibition. Read each sentence.

1. No smoking here!
2. It's strictly forbidden to smoke here.
3. You are not permitted / allowed to smoke here.
4. You mustn't smoke here.

5. Don't smoke here.

Intructions:

- Find out from the sentences, the words or phrases which express prohibition
- How are the sentences structured?
- Draw a conclusion.

Note: A prohibition is a message which tells you what you are not permitted to do in a given place? It is usually illustrated by pictures on the wall.

To express prohibition or interdiction, we can use various phrases and patterns:

- No + gerund
- It is (strictly) forbidden + full infinitive ...
- Subject + not allowed / permitted + full infinitive ...
- Subject + mustn't + base verb ...
- Don't + base verb ...

Practice phase:

Activity 2: Write six sentences to express prohibition based on this idea: (**ind + group work: 10 minutes + collective work: 05 minutes minutes**)

- To sell cannabis

Suggested answers:

1. It is strictly forbidden to sell cannabis.
2. You are not allowed to sell cannabis.
3. You are not permitted to sell cannabis.
4. No cannabis selling!
5. You mustn't sell cannabis.
6. Don't sell cannabis.

Production phase:

Activity 3: Write two sentences about some prohibitions at school based on your school regulations. (**Ind+ collective work: 07 minutes**)

Example: It is strictly forbidden to fight at school.

Note taking: 06 minutes

Homework: A. Rephrases these sentences as indicated. Don't change their meaning.

1. Some women sell sodabi to adolescents.
 - It is
 - Women are not
2. Sotiraté eats in the classroom.

- No
- 3. You are not allowed to use your cell phone during an exam.
- Don't
- You mustn't
- 4. No chatting!
- It is
- 5. Don't park here.
- No!

B. Write the verbs in brackets into the right form.

1. No (talk)
2. Don't (do) that.
3. You are not allowed (go) home now.
4. Teenagers mustn't (drink) alcohol.
5. It is strictly forbidden (sleep) in the classroom.

Reading comprehension

General objective: All along and at the end of this lesson, learners should be able to read a text, perform some tasks to show comprehension and take a good decision regarding the use and abuse of drugs.

Specific objectives: They should be able to:

- Activate their background knowledge about illegal drugs and its consequences
- Scan a text and answer questions by true or false
- Skim a text to show comprehension by answering questions
- Build up their vocabulary by finding synonyms
- Take a good action regarding the bad influence of their friends on their lives

Duration: 55 minutes

Materials: Printed copies of the text, chalk, chalkboard and duster.

IMPLEMENTATION

Warm-up: How many words can you write with these letters in your group? a – t – s – e (lockstep: 05 minutes)

Revision or homework correction: (lockstep: 05 minutes)

Introducing the lesson of the day:

Pre-reading phase:

Activity 1: Answer these questions orally: (05 minutes)

- Which harmful drugs do you know?
- How can these substances be dangerous to a young person?

While-reading phase:

Activity 2: Write true or false for these statements. (ind + group work + plenary: 15 minutes)

1. People are not allowed to take illegal drugs.
2. The terms “Hard drugs” and “prescribed drugs” are synonyms.
3. Drug abuse causes no learning problem.
4. Abusing drugs and alcohol has benefits for health.
5. A person who abuses drugs always has white eyes.

Activity 3: Answer these questions based on the text: (ind + group work + plenary 15 minutes)

1. Give two reasons for which people usually take drugs.
2. What are the different types of drugs? For which reason do people use each type?
3. Give three consequences of drug abuse.

Post-reading phase

Activity 4: What will you tell your friends who take illegal substances and want you to join their club? (Collective work: 05 minutes)

Note taking: 05 minutes (they copy the while-reading activities only)

Homework: Vocabulary: Find out from the text the synonyms of the following words:

1. Harmful (paragraph 1)
2. Informal substances (paragraph 1)
3. Exaggeration (paragraph 3)
4. Damage (paragraph 3)

SUGGESTED ANSWERS

Activity 2: True / false

1. True
2. False
3. False
4. False
5. False

Activity 3: Answering questions

1. Two reasons for which people usually take drugs:
 - To help cure diseases or reduce pain
 - They like the way drugs make them feel
2. The different types of drugs are hard drugs and prescribed drugs.

People use hard drugs for the mental effects that they have on a person and prescribed drugs because a doctor has asked them to take it when they are sick.

3. Three consequences of drug abuse:
 - Break down the immune system of the user
 - Damage the way our senses work
 - Damage our brain

(Some more consequences are mentioned in the text. Learners may cite them)

Homework correction: Finding synonyms

1. Harmful = dangerous
2. Informal substances = illegal substances
3. Exaggeration = abuse
4. Damage = break down

Text: Drugs

1. People usually take drugs to help cure illness or to reduce pain, but sometimes people take drugs because they like the way drugs make them feel. Most of these drugs are dangerous, illegal and can make you very ill. Drug abuse is the habitual taking of drugs. Many types of drugs are abused. There are two types of drugs: hard drugs and prescribed drugs. Hard drugs like Indian hemp and cocaine are illegal substances that some people smoke, inject or swallow, for the physical and mental effects that they have on a person. Prescribed drugs are the medication a doctor has asked a sick person to take. Some people even abuse common drugs like paracetamol.
2. Some children take drugs that don't belong to them while others like to share drugs with their siblings, especially drugs like cough mixture, when they are ill.
3. Drug abuse can have many effects on your body. For example, they can break down your immune system. This means that all sorts of diseases can attack your body easily. They can damage the way your senses work. For example, you may see things differently. Some people may also have red eyes and a dry mouth and experience hunger and thirst. They can make you lose your balance, and you can also feel dizzy and have trouble walking. They can cause increase in body temperature and make you feel very warm. They can damage your brain. You may suffer from learning problems when you abuse drugs.

Extracted from The New English Student, pages 25 & 26

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Text: Drugs

4. People usually take drugs to help cure illness or to reduce pain, but sometimes people take drugs because they like the way drugs make them feel. Most of these drugs are dangerous, illegal and can make you very ill. Drug abuse is the habitual taking of drugs. Many types of drugs are abused. There are two types of drugs: hard drugs and prescribed drugs. Hard drugs like Indian hemp and cocaine are illegal substances that some people smoke, inject or swallow, for the physical and mental effects that they have on a person. Prescribed drugs are the medication a doctor has asked a sick person to take. Some people even abuse common drugs like paracetamol.
5. Some children take drugs that don't belong to them while others like to share drugs with their siblings, especially drugs like cough mixture, when they are ill.
6. Drug abuse can have many effects on your body. For example, they can break down your immune system. This means that all sorts of diseases can attack your body easily. They can damage the way your senses work. For example, you may see things differently. Some people may also have red eyes and a dry mouth and experience hunger and thirst. They can make you lose your balance, and you can also feel dizzy and have trouble walking. They can cause increase in body temperature and make you feel very warm. They can damage your brain. You may suffer from learning problems when you abuse drugs.

Extracted from The New English Student, pages 25 & 26

Structure: Reflexive pronouns

General objective: All along and at the end of this lesson, learners should be able to use reflexive pronouns appropriately.

Specific objectives: They should be able to:

- Complete a chart on reflexive pronouns based on personal pronouns and possessive adjectives
- Understand the usage of reflexive pronouns and show that by answering some questions
- Complete sentences with the right reflexive pronouns
- Write a short passage using reflexive pronouns

Duration: 55 minutes

Materials: chalk, chalkboard and duster.

IMPLEMENTATION

Warm-up: Song: We shall overcome (**lockstep: 01 minutes**)

Introducing the lesson of the day: Today, we are going to learn a structure. (**01 minute**)

Lead-in: The teacher asks a boy to stand up and asks him the following questions: (**05 minutes**)

- Who washes your khaki uniform for you?
- Who washes his khaki uniform?

The teacher chooses a girl and asks the same questions. The students may fail to use the reflexive pronouns to answer the questions. The teacher offers them correction and stresses the reflexive pronouns. Conclusion: Myself, himself and herself are reflexive pronouns. Today, we are going to learn reflexive pronouns in English.

Presentation phase:**Activity 1: (collective work: 15 minutes)**

A. Study and complete the table below. Focus on the words in color to complete the table:

Personal pronouns		Possessive adjectives	Reflexive pronouns
Subject	Object		
I	Me	My	Myself
You	You	Your	
He	Him	His	Himself
She	Her	Her	Herself
It	It	Its	
We	Us	Our	Ourselves
You	You	Your	

They	Their	Them	
------	-------	------	--

B. Read this sentence:

1. I wash myself.

2. I wash my little brother.

- who is the doer of the action in the first sentence? Who is the receiver of the action?

- who is the doer of the action in sentence 2? Who is the receiver of the action?

- Draw a conclusion about the usage of the reflexive pronouns.

Note: We use a reflexive pronoun to show that the doer of the action is the receiver of the same action or that a person did something by himself. In other words, a reflexive pronoun is like a mirror; it reflects back the subject as a mirror reflects people's image. The endings - self (singular) and - selves (plural) are used to form reflexive pronouns.

The reflexive pronoun "oneself" is a neutral one used when an action is addressed to everyone in general.

Example: One should not ruin oneself by smoking cigarettes. (One here refers to "people" in general.

Practice phase: (ind + pair + collective work: 13 minutes)

Activity 2: Complete these sentences filling in the gaps with the right reflexive pronoun.

1. This boy has damaged his health bysmoking cigars.
2. I promised my parents that I would never smoke by
3. It's a pity that Codjo killedbecause of an overdose of drugs.
4. You boys should never ruinby copying the bad life of your friends.
5. This girl has allowedto be raped by a bad boy by drinking too much alcohol.
6. I know a magician who can make a cigarette light by
7. We should always protectbefore having sex with a stranger.
8. One should take care of
9. These young smokers decided byto quit smoking.

Production phase:

Activity 3: Use this passage and answer the questions using reflexive pronouns: **(individual + collective work: 10 minutes)**

My name is Julie. At home, nobody washes me. I'm the only one to do it. My dad never shaves at the barber's. He is the only one to do it. Nobody does the cooking for us. We do it ourselves. Our cat sometimes kills rats.

- Who washes Julie at home?
- Who shaves Julie's dad?
- Who does the cooking for Julie and her parents?
- Who kills rats for their cat?

Note taking: 10 minutes

Homework: Write a short paragraph to say what you and your family members do for yourselves or by yourselves. Talk about you, your father or your brother, your mother or your sister and what you do together.

NB. Use reflexive pronouns

EXPECTED ANSWERS**Activity 2: Completing sentences with reflexive pronouns**

1. Himself
2. Myself
3. Himself
4. Yourselves
5. Herself
6. Itself
7. Ourselves
8. Oneself
9. Themselves

Activity 3: Answering questions using reflexive questions

1. Julie washes herself
2. Julie's dad shaves himself.
3. Julie and her parents do the cooking themselves.
4. Their cat kills rats itself.

Writing: A friendly letter

General objective: At the end of this letter, students should be able to write a friendly letter very well.

Specific objectives: They should be able to:

- Identify the different parts of a friendly letter
- Study its content and find out the topic of each paragraph
- Write a letter to one of their friends

Duration: 1H10 minutes

Materials: chalk, chalkboard and duster.

IMPLEMENTATION

Warm-up: Song: We shall overcome (**lockstep: 01 minutes**)

Introducing the lesson of the day: Today, we are going to learn a structure. (**01 minute**)

Lead-in: One of your friends lives in another city and you have a message for him. What are the different means of communication that you can use to send him your message? OK.

Today, we are going to learn how to write a friendly letter in English. (**Collective work: 05 mins**)

Pre-writing phase

Activity one: Below is a friendly letter. Study it carefully and answer the following questions just after the letter. (**Collective work: 20 minutes**)

POBOX 386
Natitingou
Atacora

October 27, 2023

Dear Wahidi,

During the last holidays, your mother came here in Natitingou and visited my family. But she told me that you have started behaving in a bad way. She said you go out from home and spend time with some bad boys outside, smoking cigarettes and drinking alcohol. As your friend, I was shocked on hearing that and I decided to send you this message to warn you about the dangers of cigarettes and alcohol.

Wahidi, Cigarettes and alcohol are very bad for your health and future. By smoking, you can catch some serious diseases such as lung cancer, bronchitis, arteriosclerosis, etc. and die. In fact, the cigarette smoke contains a poisonous substance called nicotine which penetrates in your lungs when you smoke; which is very dangerous for some organs. Alcohol abuse is bad too. You can become a drunkard and even die of liver damage. Please Abib, your mother feels bad about your present life. Don't make yourself and your parents suffer. You had better stop smoking and drinking and become a good boy again. Stop walking with these bad boys please. They will ruin your future.

I hope you are fine and will consider my message to save your life. Say hello to your brothers and sisters. I hope you will reply me very soon.

Yours friendly,
Samson

- Who has written this letter?
- Who is it addressed to?
- What are the different parts of the letter?
- What is the point of the letter? Which paragraph tells the point of the letter?
- Which ideas are developed in the other paragraphs?

Note: A friendly letter is the one we write to our friend or a member of our family. When you write a friendly letter, in the first paragraph, you should mention the point of the letter (say why you have decided to write this letter). In the second paragraph, give details and in the third paragraph, conclude your letter by asking how the receiver feels, greeting his family and requesting a quick reply.

Parts of a friendly letter:

- The writer's address: POBOX town / city / region
- The date: Eg. October 27, 2023
- The salutation: Eg. Dear friend; Hello dear Wahidi; Dear Wahidi
- The body of the letter in three paragraphs (the point of the letter; details and conclusion)
- The closing: Eg. Yours friendly, Yours ever, Love, Yours Sincerely
- The writer's name

While-writing phase

Activity 2: Write a letter to your friend Badjigri who has started taking hard drugs such as cocaine and ganja to warn him about the dangers of these substances. Your name is Olympe and your address is POBOX 212 Parakou. (**ind work: 15 minutes**)

Post-writing phase

Activity 3: Was it difficult for you to write your letter? What was difficult for you? Read your letter to the class. (**Collective work: 15 minutes**)

The teacher chooses one student to write his/ her production on the board. The class checks if the different parts of the letter are well-positioned and correct the content if necessary.

Note taking: 10 minutes

Homework: Write a letter to your cousin Irotori, a girl of 17 who goes out from home at night to spend time in bars with boys. Warn her about the dangers she is running after.

Structure: Because, so , that is the reason why.

General objective: At the end of this letter, students should be able to connect a consequence to its cause and vice versa using the right conjunctions.

Specific objectives: They should be able to:

- Identify the cause and the consequence in a sentence
- Connect the cause to the consequence using “so” or “that is the reason why”
- Connect a consequence to its cause using “because”
- Write sentences using these conjunctions appropriately
- Rewrite sentences using “because”; “so” and “that is the reason why” adequately

Duration: 55 minutes

Materials: chalk, chalkboard and duster.

IMPLEMENTATION

Warm-up: Song: I am a boy and you are a girl (**lockstep: 01 minutes**)

Introducing the lesson of the day: Today, we are going to learn a structure. (**01 minute**)

Presentation phase

Activity 1: Read the following sentences: (**collective work: 15 minutes**)

1. Abib took ganja; he became mad.
2. Abib became mad because he took ganja.
3. Abid took ganja, that is the reason why he became mad.
4. Abib too ganja so he became mad.

Instructions:

- A. Identify the consequence and the cause in sentence 1.
- B. Study sentences 2, 3, and 4 and say which conjunction connects the sentences in each sentence
- C. What is the position of the cause and the consequence where:
 - **Because** is used
 - **That is the reason why** is used
 - **So is used**
- D. What is your conclusion?

Note: To connect an action (cause) to its result (consequence), we can use because, so, or that is the reason why.

- Consequence + because + cause
- Cause + so / that is the reason why + consequence

Practice phase

Activity 2: Connect these sentences with: because, so / that is the reason why (ind + pair + **collective work: 15 minutes**)

1. Codjo drank too much; he had an accident with his bike.

2. The police arrested the man; he was selling cocaine.

Production phase:

Activity 3: Write a sentence with because. Replace because by so or that is the reason why and rewrite the same sentence. (**ind + collective work: 10 mins**)

Note taking: 10 minutes

Homework:**A. Fill in the gaps with because, so or that is the reason why**

1. I will never use hard drugsI am a good boy.
2. Bintou suffered from AIDS she had got a lot of sexual partners.
3. Alice hasn't done a testing she doesn't know her status.
4. I will not catch bronchitisI never smoke.
5. Raoul had learnt hardhe got 20/20 for the Math test.

B. Rephrase these sentences using the prompts given.

1. My parents are proud of me; I always learn my lessons.
 - that's the reason why
3. Achille usually comes on time, so the teacher doesn't punish him.
 - because
4. I like football because it is interesting.
 - so
5. Raoul didn't prepare well so he failed in the test.
 - Because

Listening comprehension

General objective: All along this lesson, students should be able to talk about drugs, listen to an audio about drugs and complete some tasks, write a short passage about drugs.

Specific objectives: They should be able to:

- Activate their background knowledge about drugs
- Listen to an audio for details
- Correct the spelling of some words
- Write a short paragraph about drugs

Duration: 55 minutes

Materials: chalk, chalkboard and duster.

IMPLEMENTATION

Warm-up: Song: I am a boy and you are a girl (**lockstep: 01 minute**)

Introducing the lesson of the day: Today, we are going to do a listening comprehension. (**01 minute**)

Pre-listening phase

Activity 1: In your groups, have a one-minute discussion about drugs. Discuss why people take drugs and the consequences drugs can have on its users. The teacher walks around to listen to students discuss. (**01 minute**)

While-reading phase

Activity 2: Listen to the audio twice and write true or false for these statements. Discuss your answers with your group. (**Ind + group + collective work: 10 minutes**)

1. The message is about alcohol abuse.
2. Drugs are everywhere today.
3. Kids don't have access to drugs.
4. The use of marijuana is allowed in some countries.
5. The people who possess hard drugs are considered as criminals and can be taken to prison.

Activity 3: Listen to the audio again and correct the spelling of the underlined words. (**ind + group + collective work: 10 minutes**)

Drugs are becoming a big bpomlre in many societies. When I was gnirogw up, you rarely heard about drugs. Now, they're everywhere. Children in schools are ngoimks marijuana and taking hedrra drugs. There were many kids at my school who smoked. Nicotine was the most issueors drug they used. Today's kids seem to have aecscs to all kinds of drugs. I don't know what the government should do about it. Some countries have gllzaiede drugs like marijuana, but others have made it a crime to ssspseo even the smallest amount. You can even go to oirsnp for having a very small quantity. Governments need to do something before society ends up in a real mess. I'm not sure what the ltioousn is.

Post-listening stage:

Activity 4: Write about drugs for 10 minutes. Show your partner your paper. Correct each other's work. Read your production to the class. (**ind + pair + collective work: 15 minutes**)

Note taking: 10 minutes

EXPECTED ANSWERS

Activity 2: True / false

1. False
2. True
3. False
4. True
5. True

Activity 3: Correcting the spelling of words

Drugs are becoming a big **problem** in many societies. When I was **growing** up, you rarely heard about drugs. Now, they're everywhere. Children in schools are **smoking** marijuana and taking **harder** drugs. There were many kids at my school who smoked. Nicotine was the most **serious** drug they used. Today's kids seem to have **access** to all kinds of drugs. I don't know what the government should do about it. Some countries have **legalized** drugs like marijuana, but others have made it a crime to **possess** even the smallest amount. You can even go to **prison** for having a very small quantity. Governments need to do something before society ends up in a real mess. I'm not sure what the **solution** is.

Sequence 3: Youth duties

Objectives: All along and by the end of this sequence, learners should be able to:

- Talk and write about youth duties using the right vocabulary;
- Read a text and complete a given number of tasks;
- Express obligation and duty using the right phrases and sentence pattern;
- Turn declarative and imperative sentences from the direct to the reported speech;

Introducing sequence 3: Brainstorming

Objective: All along and at the end of this lesson, learners will be able to cite at least four youth duties.

Duration: 21 minutes

Materials: Visual aids such as pictures, a tablet, chalk, chalkboard and duster

Skills: All the four

Implementation

Warm-up: Song (01 minute)

Activity: A. Discussion: Do you usually help your parents to do some domestic activities? Is it good to help your parents? Why? What are the household chores (domestic activities) you usually do? What are your duties at school? (**collective work: 10 minutes**)

B. Picture description.

- Describe each picture and say if what these people are doing is good or bad. Justify your position. (**collective work: 10 minutes**)

Basic vocabulary

General objective: At the end of this lesson, learners should be able to know some good and bad behaviours and make the right decision.

Specific objectives: They should be able to:

- Pronounce a list of words correctly
- Discuss the meaning of these words
- Identify good behaviours and bad behaviours
- Build up a dialogue about their duties.

Duration: 55 minutes

Materials: A dictionary, chalk, chalkboard and a duster.

Reference books: The study programme of 3e, the teaching guide of 3e

Implementation:

Warm-up: song: 01 minute

Introducing the lesson of the day: Today we are going to learn a vocabulary (Teacher to the class: 01 minute)

Activity 1: Here is a list of words.

- c. Listen and repeat (chorally then individually)
(collective work: 05 minutes)

To be lazy, to respect, to misbehave, to be stubborn, to be obedient, to be disobedient, to be studious, to work hard, to be polite, to be naughty, to be rude, to reconcile, to do household chores, to cheat, to help, to retaliate, to steal, to have a good behaviour, to have a bad behaviour.

- d. Discuss the meaning of these words in your groups. You may use a dictionary. Which words are new to you? (group work: 05 minutes)
- e. Classify these words in the table below. Discuss your answers with your partner. (individual + collective work: 18 minutes)

Good behaviours	Bad behaviours

Activity 2: Below is a list of duties. Build up a dialogue with your partner asking and answering questions to know what each of you does as duties. The dialogue below is given as an example. Read it first. **(individual + collective work: 15 minutes)**

Dialogue:

Francisca: Hello Chabi. What do you do as duties?

Chabi: I mop the floor every Wednesday afternoon, and during the weekend. And you?

Francisca: I usually cook the food in the evening after classes. Early in the morning, I wash the dishes and fetch water from the well before going to school. I also sweep the home yard and take out the trash.

Chabi: You do a lot of things. Do you have time to learn your lessons, do your homework and go to school on time.

Francisca: Of course! I wake up so early in the morning. I learn my lesson and do my homework before sleeping at night.

Chabi: Wow! Your parents must really be proud of you.

Fetch water; wash the dishes; clean / mop the floor; make the bed; set the table; feed the dog; weep the garden; water the plants; grind condiments; cook the food; learn the lessons; do the homework; wash the car; do the laundry / wash the clothes; walk the dog; sweep the home yard; iron the clothes

Homework: Fill in the gaps with the following words: lazy ; respect ; obedient ; bad behaviours; household chores; to work hard; reconcile

1. Nowadays, boys and girls should do to help their parents;
2. Good children must their parents and elderly people.
3. To succeed in life, you need ...
4. Wise children have to ... to one another after a misunderstanding to please their parents.
5. children make their parents feel proud of them.
6. Young boys and girls should reject
7. Fifamè is agirl. She never helps her mother at home and does not learn her lessons.

Note taking: 10 minutes**Suggested answers:****Activity 1: c. Classifying words:**

Good behaviours	Bad behaviours
To respect	To be lazy
To be obedient	To misbehave
To be studious	To be stubborn
To work hard	To be disobedient
To be polite	To be naughty
To reconcile	To be rude
To do household chores	To retaliate
To help	To steal
	To cheat

Homework correction

1. Nowadays, boys and girls should do **household chores** to help their parents;
2. Good children must **respect** their parents and elderly people.
3. To succeed in life, you need to **work hard**.
4. Wise children have to **reconcile** to one another after a misunderstanding to please their parents.
5. **Obedient** children make their parents feel proud of them.
6. Young boys and girls should reject **bad behaviours**.
7. Fifamè is a **lazy** girl. She never helps her mother at home and does not learn her lessons.

Function: Expressing obligation and duty

Specific objectives: At the end of this lesson, learners should be able to:

- Use appropriately ought to / should; ought not to/ shouldn't to build sentences to express obligation or duty

Duration: 55 minutes

Materials: A dictionary, chalk, chalkboard and a duster.

Reference books: The study programme of 3e, the teaching guide of 3e

Implementation:

Warm-up: song: 01 minute

Introducing the lesson of the day: Today we are going to learn a function
(Teacher to the class: 01 minute)

Presentation phase:

Activity 1: This passage is written in the front wall of a school. Read it and answer the questions:

AT PERMA SECONDARY SCHOOL,

Students ought to come on time. They should sweep the school yard every morning. They ought to obey their teachers. Parents should give money to their students to eat because there is no canteen in the school. Teachers should punish the students who don't do their homework.

Instructions:

- a. What should students do?
- b. What should teachers do?
- c. What should parents do?
- d. What do the phrases "should" and "ought to" express?
- e. How are the sentences containing "ought to" and "should" structured?
- f. Draw a conclusion

Note: To express obligation or duty, we can use:

Subject + ought to + base verb ... or subject + should + base verb ...

To say what is bad to do, we use 'ought not to / oughtn't to' or 'should not/ shouldn't'

Examples: Children ought not to be rude / Children shouldn't be rude

Practice phase:

Activity 2: Fill in the gaps with should / ought ; shouldn't / oughtn't

1. Young boys and girlsto be polite.
2. Theyto be stubborn.
3. Youlearn your lessons.
4. Boys and girlsdo the household chores to help their parents.
5. Teachersexplain the lesson very well to their students.
6. Parentsto give food and clothes to their children.

Production phase

Activity: Using “ought to” and “should”, write two sentences about your duties. Share your answers with the class.

Assessment: Rewrite these sentences as indicated:

1. Bio does not go to school on time.
 - Bio ought
2. Chantale is a lazy girl.
 - Chantale ought
3. M'po refuses to reconcile after a misunderstanding with his friends.
 - M'po should
4. Assiba does not copy the lesson.
 - Assiba should

Reading comprehension

General objective: All along and at the end of this lesson, learners should be able to read a text and complete a given number of tasks to show comprehension.

Specific objectives:

- List their duties and their parents' duties or their rights
- Complete sentences with the right option according to the text
- Answer questions conveniently
- Match words with the right meaning
- Express an opinion

Duration: 55 minutes

Materials: Printed text, A dictionary, chalk, chalkboard and duster.

Reference books: The study programme of 3e, the teaching guide of 3e

Implementation:

Warm-up: song: 01 minute

Introducing the lesson of the day: Today we are going to do reading comprehension

(Teacher to the class: 01 minute)

Pre-reading activity: Brainstorming: Complete this table with your ideas.
(collective work: 05 minutes)

My duties	My parents' duties towards me
1.	1.
2.	2.
3.	3.
4.	4.

While-reading activity

A. Choose the right answer to complete these sentences; Use the numbers and letters only (ind. + collective work: 10 minutes)

1. Bio said that he didn't clean up his room because he
 - a. It was clean
 - b. He was sick
 - c. He was late for school

- d. His sister had already cleaned the room
- 2. At school, Bio should
- a. Damage the school equipment
- b. Take care of the school equipment
- c. Steal the school equipment
- d. Stay in the classroom when the flag is being raised
- 3. Mrs. Olu is Bio's
- a. Teacher
- b. Friend
- c. Sister
- d. Mother

B. Answer these questions with complete sentences: (ind + collective work: 15 minutes)

- 1. What housework does Bio have to do every day?
- 2. Is Bio an obedient boy? Justify your answer with one or two sentences from the text.
- 3. What are Bio's rights according to Mrs. Olu?

C. Match each word to its meaning (ind + collective work: 08 minutes)

Words	Meaning
1. Manners	a. Something one can have or do by law
2. Rights	b. Impolite
3. Cheat	c. Habits and ways
4. Rude	d. To act in a way which is not honest for an advantage

Post-reading activity

Discussion: What do you think about Bio's parents? Do your parents give you advice? Is Bio a good / bad boy? Are you like Bio or different? Are your parents proud of you? Why? (**collective work: 05 minutes**)

Note taking: 10 minutes

Suggested answers**A. Completing sentences with the right answer**

1. c
2. b
3. d

B. Answering questions

1. Every morning Bio has to wash the dishes and sweep the yard.
2. No, he isn't. Justification: "Your classmates told me that you are rude to your teachers and to the prefects" / "From now on, you must be polite to everyone"
3. According to Mrs. Olu Bio rights are as follows:
 - He is fed up
 - Given food
 - His school fees are paid
 - He is taken care of when he is sick

C. Matching

1. C
2. A
3. D
4. B

Text:

Mrs. Olu: Come here, Bio. Why didn't you clean up your room this morning?

Bio: I didn't have time. I was late for school.

Mrs. Olu: That's your problem. You know you have to do your housework before you leave for school. Every morning, you have to wash the dishes and sweep the yard. You have to keep your environment clean.

Bio: But, er; er, mummy...

Mrs. Olu: Keep quiet and listen to me. Your classmates also told me that you are rude to your teachers and to the prefects. You are a bad boy now and you must learn to be responsible. From now on, you must be polite to everyone.

Bio: But, at school students ...

Mrs. Olu: Let me finish. You should also respect the school rules. You must always get there on time. You shouldn't damage the school equipment or things that belong to the community. You ought to respect the flag of our country when it is being raised. Is that clear?

Bio: Yes, mummy. Do I really have to do all this?

Mrs. Olu: Yes, you have to. Your father and I have to teach you good manners. You have rights: you are fed, you are given clothes, your school fees are paid for, and you are taken care of when you are sick. These are your rights, but you also have responsibilities.

Bio: Thank you mummy. I understand now.